of the Vernacular Curricula Revision Committee in regard to the compulsory introduction of English and vocational training were accepted and acted upon. After the above elementary course of education, the Member desired to have a Preparatory Class before a pupil was admitted to a regular English school or the industrial, technical or vocational school proper. A test at the end of the Preparatory Class might be applied for excluding all those who could not be benefited by the higher course. A pupil eliminated at that stage would be better equipped for life than a pupil of Form III of the present day. The Member recognised that, without an efficient staff of English teachers under the guidance of a headmaster who must be either a graduate or the holder of an Intermediate Certificate in Arts or at least one who had passed one of the branches of the latter examination after a three years' course in a College, the proposed schools would be a sad failure. The Member pointed out that the same idea of an elementary or middle school was recommended by the Committee of Enquiry on Village Education in India, consisting of distinguished missionary educationists with Mr. A. F. Fraser M. A. as Chairman.

The scheme of vocational education should be gradually introduced from school to school with due regard to local conditions. The Industrial schools under his scheme should continue to be under the control of the Education department and not under the Department of Industries. It should be placed under a special inspecting and organising officer of the department with experience and enthusiasm for work.

The Member further pointed out that it would be ruinous to create a body of technical workers and handicraftsmen without giving them a proper general education so as to enable them to appreciate the value of the events and forces around them. Hence the youth of the country should not be drawn to a purely vocational or technical learning after the fourth class course, but they should receive a mental and moral equipment of a three years' general education along with the preparatory training for some vocation.

Another advantage of the scheme consisted in the importance of teaching subjects of general knowledge in the vernacular—a proposal which had met with the approval of such an eminent body as the Calcutta University Commission. The ideal should be to make vernacular the medium of instruction throughout the High School course. It should be so in all classes below Form IV. The proposal to have a Preparatory Class before Form II was to strengthen the knowledge of the pupils in English. The Member added that the entire scheme should be carefully examined and discussed, and if the concensus of educational opinion was in favour of it, no time should be lost in introducing the same throughout the State, despite the financial difficulties involved in its practical application.

If, however, the lower grade English schools should be kept separate for the present, the Member was strongly of opinion that in them also proper provision should be made for vocational training to enable a pupil to enter a High school or an industrial institute. He also emphasised the need for providing a technical side to the high school course as well, by teaching at least commercial subjects so that the pupil might have, in the event of failure in the regular course, an avenue for eking out his livelihood. The need for such a course was felt every day as a result of the appalling failures in the School Final Examination.

Dewan's reply.—The Government are thankful for the thoughtful remarks and suggestions you have made. All your suggestions will be considered very carefully by the Conference.

107. Certain suggestions for improving Vernacular education.

Mr. K. J. Kochippan Mappilla (Member, Municipal Council, Tiruvalla) first spoke about the maintenance of school buildings. Several of these were built by the people and handed over to Government. All these were utterly neglected and the loss consequent on further delay in maintaining the school buildings

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would be irreparable. Some of the school buildings were quite dilapidated. The Member pointed out that the Government, as custodians of these buildings, had a moral obligation to keep them in efficient repair. The representations of the head-masters of the schools were invariably answered by the department by the suggestion that popular help should be invited for the purpose. The practice was, however, very irregular and undesirable. The Member then pointed out that the department prohibited the use of school buildings for public purposes, social and religious, and that such a prohibition was wrong in that it tended to discourage popular co-operation. He then spoke of manual training and observed that it served no purpose. What was needed was a training for some profession and such a training should supplant the present manual training. He then suggested that to secure the popularity of vernacular schools, pupils who passed Class VII should alone be admitted to Form III, and English schools should start with Form III only. Such a system would encourage vernacular education and satisfy the requirements of English education as well. He also pleaded for the appointment of Vernacular School Leaving Certificate holders alone in the subordinate service in all departments. There were 14,000 certificate holders without employment and the problem was becoming increasingly serious with the lapse of years. He also pleaded for equal treatment being accorded to those certificate holders and to the vernacular higher men. He did not consider it desirabe that the male element should be completely eliminated from girls' schools for some time at least, until the large number of Vernacular Certificate holders were provided for. A percentage, say 25, of the teachers in girls' schools might be transferred to boys' schools whenever vacancies occurred there, while the rest of the vacancies in boys' schools should be reserved for the Vernacular Certificate holders. The Member next referred to the practice of supplanting Vernacular School Leaving Certificate holders who held acting appointments in the department, by Vernacular Higher men, and observed that this practice was highly unfair to the former, and especially to those among them who had already held acting appointments. The Member also complained about the delay in the issue of licenses to teachers and about the refusal on the part of the department to condone age bar in cases where the bar operated as a result of such delay. He also pressed for a revision of pay of the teachers based on a time-scale, in view of the economic stress and strain of the times, so that the present disparity between the salaries of the teachers and Anchal masters might disappear altogether. Grants should be sanctioned for teachers with due regard to the classes taught by them and not otherwise. The Member then compared the expenditure incurred by Government on account of vernacular education with that of English education, and pointed out that there was no uniformity in the pay of the officers of the two branches. He pleaded for the equalisation of the pay of the Inspector of English schools and that of the Chief Inspector of vernacular boys' schools, since the present disparity affected the dignity of the vernacular branch.

Dewan's reply.—Some of your representations will be considered by the proposed Conference. So, I am not going to say anything about them. As regards the keeping of school buildings in good condition, my reply has already been given. You want these buildings to be used for common purposes and say that the authorities object to it. This will be enquired into.

50 per cent. of teacherships in the vernacular boys' schools are being recruited from outsiders, the remaining 50 per cent. being filled by transfers of male teachers from the girls' schools. The delay in the office of the Director in issuing licenses to teachers will not count against them for age bar. Your other suggestions will receive attention.

108. Reform of the Curricula of studies in Primary Schools.

Mr. P. Sankara Aiyar B. A., B. L. (Member, Municipal Council, Alleppey) referred to the report of the Vernacular Curricula Revision Committee and observed that the Committee failed to find out the defects in regard to the quality and quantity of books prescribed for use in lower grade vernacular schools. He stated that a large number of unnecessary books were prescribed for study in the lower grade vernacular schools. In support of his statement, the Member referred to the

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